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ABSTRACT

The objective of this project at Eastern Washington State College was to improve the quality of education in preservice teacher preparation programs, in-service teacher education programs, and teacher placement practices through a variety of video tape programs. A list of the preservice education courses which utilized video tapes was presented. Twenty-one in-service courses that were adopted for video tape utilization were also presented. The first 19 consisted of one to eight video tapes with appropriate learning packages and feedback tapes. The last two courses on individualized instruction and team teaching were presented in more detail. The use of video tapes in assessing the performance of teachers for admission to programs in teacher education was described. Video tapes were also used in teacher placement credential files. The approximate costs of the project were given. Evaluation showed positive evidence that course goals and program objectives were accomplished to a greater degree than were previously used techniques. (BRB)

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AACTE Distinguished Achievement Award 1972

Entry of

EASTERN WASHINGTON STATE COLLEGE

Cheney, Washington

The Improvement of Education Through the Use of Video-Tape in Programs for those Preparing to Become Teachers and for In-Service Programs for Experienced Teachers.

SP 006 210

INFORMATION FROM AACTE INSTITUTIONS ENTERING 1972 DAA

(PLEASE NOTE: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: The Improvement of Education Through the Use of Video-Tape in Programs for those Preparing to Become Teachers and for In-Service Programs for Experienced Teachers.

Institution: Eastern Washington State College

President: Emerson Shuck

Faculty Member Responsible for Program: Alvie L. Shaw

Title of the Faculty Member: Director, Educational Program Development and School Services

Signature: Alvie L. Shaw

Title: Director Educational Program Development and School Services Date: 11/23/71

Please describe in 150-200 words the program which you have entered in the 1972 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is required.

One of the rather intriguing aspects of Eastern Washington State College is the vast diversification of the population which it serves. On one hand its clientele consists of the urban and surburban peoples of the Spokane vicinity. Contrast this condition with some of the most sparsely-populated rural areas in the United States and the implications for service needs assume rather awesome proportions. Consider the existence of several Indian reservations in addition to human beings from all other racial and socio-economic groups, and the challenge becomes ominous.

In an effort to provide the variety of services this condition requires, Eastern Washington State College has turned to video-taping as a partial solution to its problems. The institution has pioneered the use of video-taping in such areas as the professional admissions interviews; urban and rural in-service programs; the teacher placement program; micro-teaching; and many others. Since its inception, the use of video-taping has had a viable impact on Eastern's broad-based, individualized teacher preparation program.

Hypothetical Sample Description: Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

SUMMARY

One of the rather intriguing aspects of Eastern Washington State College is the vast diversification of the population which it serves. On one hand its clientele consists of the urban and surburban peoples of the Spokane vicinity. Contrast this condition with some of the most sparsely-populated rural areas in the United States and the implications for service needs assume rather awesome proportions. Consider the existence of several Indian reservations in addition to human beings from all other racial and socio-economic groups, and the challenge becomes ominous.

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CASE STUDY

Description and Development of the Program

The ongoing program consists of a variety of video-taping programs designed to enhance learning experiences for students while engaged in preparation programs leading to teacher certification; for graduate students seeking degrees beyond the B.A. Degree; and for in-service programs for those teachers presently teaching. The program is designed to lend concreteness and reality of educational content and methodology processes through the case study process, through simulated experiences, and through both staged and unstaged theoretical and philosophical models of teacher-learner behavior.

The use of the video-tape is also utilized as a needs assessment tool in designing individualized programs for the purpose of improving teacher competencies through performance.

A third use of the video-tape is for purposes of assessing readiness for admission of students for Professional Degree Candidacy.

Finally, the video-tape is also utilized as a part of the prospective teacher's credential file in the placement office for viewing by employers.

Following are brief descriptions of some of the projects and programs utilizing the video-tape as a tool in teacher preparation programs:

1. Pre-Service Preparation Programs: Nearly all courses in the undergraduate educational sequence utilize, to varying degrees, the use of the video-tape as an instructional tool. These include courses such as:

A. Introduction to Education (Ed. 201), where the video-tape is utilized to acquaint students with actual classroom settings depicting different sized schools, varieties of school organizational structure, and different maturation levels of students. Seminar discussion groups are also video-taped to give: (1) students a chance to see themselves interacting with peers about issues pertaining to the lectures and to career choice; (2) the discussion leader--a second look at his group leadership skills; and (3) the Ed. 201 instructional team an opportunity to evaluate the impact of lectures, the programs of the seminar group, the work of the graduate assistant, and the techniques of leadership and discussion effectiveness in promoting the career development dimension of the seminar.

B. Evaluation in Education (Ed. 303), the video-tape is utilized to acquaint students with current practices being used by teachers in the field. Students are also shown tapes of their own practices while conducting a mini-course or micro-teaching utilizing evaluative techniques such as "Effective Questioning Techniques."

C. Methods Classes in Reading, Mathematics, Science, Social Studies, etc. (Ed. 304, 305, 405, etc.), where students view a variety of

of current methods of teaching in actual school settings within the college's service area. Students are also required to develop and conduct a lesson either with their peers and/or with K-12 students. These practice sessions are video-taped and the practicing students critique their performance in terms of analysis compared to predetermined criterion and objectives. The class and/or the instructor may also participate in the analysis.

D. Traffic Safety Education (Ed. 430), programs are video-taped and used in institutes and workshops depicting the four phase concept which includes classroom simulation, range and on the street programs.

E. Student Teaching (Ed. 421-427), during the student teaching block (one quarter) the student teacher is provided the opportunity to be video-taped several times while presenting a lesson and/or conducting activities during his practice teaching experience. The primary purpose of the video-tape is to provide the student with feedback for self-assessment. However, the student may share the tape with the college supervisor and/or the master teacher and/or the building principal. The student may also share the tape with his peers in a seminar situation. The specific objectives are:

1. assist in determining whether the student accomplished the goals of the lesson and/or activity;
2. assist in observations of speech, vocabulary, voice control, mannerisms, etc.;
3. assist in observation of personal grooming;
4. assist in observations of student participation,

interest, etc.;

5. assist in observations of teacher-student relationships and rapport;

6. assist in observations of room atmosphere, use of materials, teaching strategies, etc.

F. Workshops, Institutes, Professional Meetings, an example of the use of the video-tape for programs of this nature may be characterized by the following example: a presentation was made to the Washington Association of Elementary Principals concerning the observation of the affective behavior of teachers and students in the classroom. Two video-tapes were shown which depicted opposite ends of the continuum of affective behavior. Small groups then discussed their observations and matrix charting.

2. In-Service Education Programs: The term in-service education is used by educators to denote efforts of administrative and supervisory officials to promote by appropriate menas the professional growth and development of educational personnel.[1] Although the broad concept of in-service education applies to all school personnel activities designed to increase professional competence, this summary is limited to systematic programs designed to aid the classroom teacher. Such programs may be promoted by local school systems; by county, city, state, or national governments; by professional associations and agencies; and by institutions of higher education.

In-service education of teachers is not a panacea for all weaknesses in the instructional program. It does recognize, however, that the basic factor in improved instruction is the teacher and back of the improved curriculum is the human element. Professional growth activites for teachers are most effective when they include well-conceived purposes, carefully planned procedures, and evaluative techniques. Only

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[1]Good, Carter V., editor, Dictionary of Education, Second edition. New York: McGraw-Hill Book Co., 1959, p. 288.

when these components are present can in-service education work to serve the broad function of upgrading the teaching profession.

One mark of a profession is that its practitioners shall have a high level of preparation according to standards set by the profession itself. The NEA platform states:

> In every classroom a teacher with a broad general education, depth of preparation in special areas, mastery of the knowledge and skills necessary to be a competent teacher, and zeal for continued learning.
>
> A minimum of four years of college preparation, including supervised teaching, for initiation certification of beginning teachers; and a minimum of five years of college and three years of successful teaching experience for full professional certification.
>
> Encouragement--through professional and sabbatical leaves, scholarships, salary policies, and income tax deductions for educational expenses--for teachers to maintain and improve professional competence.[2]

In-service education can offer opportunity for "refresher" courses to those teachers who have returned to the classroom after an absence of some years. The longer a teacher has beeen away from the classroom and the farther removed his experiences have kept him from educational work, the greater his need for help is likely to be.

Another purpose of in-service education is to promote the continuous improvement of teaching and teachers; the teacher must always keep up with the advances in the theory and practice of teaching and in subject matter. The National Commission on Teacher Education and Professional Standards, NEA, states:

> The competent teacher is a growing teacher. The professionally-minded teacher seeks opportunities for continuous growth.
>
> Even with skillfully contrived and carefully administered pre-service programs in teacher education, changing demands, deepening understanding of the qualities of learning and of teaching, and a constantly enlarging body of materials of instruction require each

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[2]National Education Association, NEA Handbook, 1966-67. Washington, D.C.: The Association, 1966. p. 64.

> member of the profession to add continually to his knowledge, his skill, and his understanding.[3]

In-service education of teachers has always had as its goal not only basic curricular changes, but also changes in approaches to instruction and the total learning conditions of the school. In-service education provides the opportunity for the exchange of ideas among teaching staff, administration, and the community, which in the end coordinates efforts and means gains for all.

In Eastern Washington the schools are mostly rural, therefore, the teachers have limited opportunity for in-service training. Because of the problem, Eastern Washington State College has started making in-service courses available through video-tapes and printed material. The video-tapes will go out to remote rural areas. The teachers will respond to video-tapes by their own video-tape feedback. They will also follow directions on print outs and answer a take home exam. Eastern Washington State College staff will assess and evaluate the video-tape feedback, work done on print outs, and the take home exam. Learning packets will accompany many of the video lessons to be sent out.

The following are examples of in-service courses that can be adopted for video-tape utilization. The final two (numbers 20 and 21), "Individualizing Instruction" and "Team Teaching" are elaborated on more extensively. For example, the program for "Individualizing Instruction" consists of ten video-tapes and eight learning packages. The participants will also provide eight feedback tapes depicting actual classroom use utilizing the techniques and content presented.

The other in-service courses (1 through 19) may consist of anywhere from one to eight video-tapes, accompanied by appropriate learning packages and feedback tapes. The college gives, when appropriate, resident credit for people participating in the program.

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[3]National Education Association, National Commission on Teacher Education and Professional Standards. Statements of Policy. Washington, D.C.: The Commission, 1956. p. 12.

1. Discipline and Classroom Management
2. Grading--Reporting Pupil Progress
3. School Law for Classroom Teachers
4. Writing Behavioral Objectives
5. Theories of Learning
6. Art--Elementary Methods
7. P.E.--Elementary Methods
8. Music--Elementary Methods
9. Library--Elementary
10. Storytelling
11. Science--Elementary
12. Math--Elementary
13. L.A.--Social Studies--Block
14. Creativity
15. Instructional Media
16. Supervision of Student Teachers
17. Learning Activity Packages (How and Why)

18. Utilization of Teacher Aides

19. Ethnic Studies (Black-Chicano-Indian)

20. Individualizing Instruction

    a. Introduction (Audio-Tape)
    b. Large Group Instruction (Video-Tape and Learning Package)
    c. Small Group Instruction (Video-Tape and Learning Package)
    d. Independent Study (Video-Tape and Learning Package)
    e. Developing Objectives (Video-Tape and Learning Package)
    f. Utilizing Strategies (Video-Tape and Learning Package)
    g. Learning Package--Introduction (Video-Tape and Learning Package)
    h. Writing a Learning Package (Video-Tape and Learning Package)
    i. Creativity Thinking Skills (Video-Tape and Learning Package)
    j. Evaluation (Audio-Tape and Learning Package)

21. Team Teaching

    a. Develop concept of a team

    b. Once in teams do the following assignment:
        1. Write "Purposes of Team Teaching" for your team.
        2. Write definition of terms in your own words.
        3. Write "Why Team Teaching?"
        4. Write "What Team Teaching?"
        5. Write "How You're Going to Team Teach in your groups."

    c. To develop role definitions. These should be written job descriptions which would include the following basic ingredients:
        1. A brief statement of the team philosophy--(Philosophies can and probably should vary according to differing operational styles.)
        2. Aims--These would be written in terms of broad goals. (At this point you may skip behavioral terms. It is your only opportunity to be somewhat flowery and a trifle vague.)
        3. Teaching Methods--This would include strategies such as inquiry, committee work, individualized instruction, small and large group work, etc.
        4. Student Groupings--How and when to accomplish this.
        5. Use of Technologies--Kinds of media, etc.
        6. Use of Specialists--Select a coordinator for each team to make sure that each specialist has read, agreed with, and actually helped write the role definition.

d. Behavioral objectives--Input

e. Individualizing Instruction
   1. Independent study
   2. Contracts
   3. Learning packages
   4. Other

f. Review of team teaching

3. Professional Admissions: Those students preparing to teach must apply for and be admitted to professional degree candidacy prior to doing their student teaching. A review committee consisting of one member of the faculty from the student's major department, one from the Department of Education and one from the public and/or private school teaching sector, interviews those students seeking professional admissions. This review committee uses various data and techniques in determining the advisability for admission of the student. These include letters of recommendation, grade point average, student attitude, etc., as well as observation of a video-tape of the student micro-teaching a lesson. This micro-teaching tape consists of the student teaching a lesson to a minimum of seven students from either Eastern's Campus School or a public or private school in the immediate service area. The professional interview committee observes and analyzes the tape in terms of student performance. The team will also discuss the video-tape with the student candidate during an interview situation. A review of current literature indicates that no other institution of higher education is utilizing the video-tape as a tool for professional admissions to programs in teacher education.

4. Campus School (Laboratory School): Eastern Washington State College operates a Campus School (K-6) in conjunction with and cooperatively with the Department of Education. A variety of video-taping activities continuously occur at the Campus School. These include the following:

A. micro-teaching (by education major students);

B. self-evaluation of campus school teaching staff;

C. exchange of video-tapes with other universities and other public schools;

D. presentation of professional admissions tapes;

E. making of tapes to be used for state conferences, workshops, institutes, etc.;

F. campus school script writing for class projects.

5. Teacher Placement Credential File: Historically, colleges have provided a Placement Office for the purpose of providing a service to graduating students who are seeking teaching positions and other types of employment. These services have included keeping an active file on each student which includes such items as personal data, course work, letters of recommendation, etc.; listings of job vacancies; and provisions for employers to schedule personal interviews for prospective teacher candidates. Eastern Washington State College is now utilizing the use of a video-tape as part of the credential file of the candidate. The video-tape is made during the candidate's student teaching experience. The tape includes the presentation of a lesson and/or activity; the development of the lesson and/or activity (methods--teaching strategies); the culmination of the lesson and/or activity (evaluation). Prospective employers are given the opportunity to view the tape prior to and/or during an interview with the prospective employee. The tape may also be sent to a district for viewing. Employers are also provided the opportunity to file with the Placement Office a video-tape of their school district and community for viewing by our students who are prospective teacher candidates. These tapes may include school buildings, classroom scenes, housing, recreational areas, businesses, etc. A review of literature indicates that no other college is utilizing this technique in teacher placement practices.

PROGRAM OBJECTIVES

The major objective of this program was to improve the quality of education through pre-service teacher preparation programs, in-service teacher education programs and teacher placement practices through supplementation of the video-tape in individualized and performanced-based programs through career-long, jointly-planned programs in teacher education.

PERSONNEL INVOLVED

The total personnel involved to initiate and develop the aforementioned program was a programmatic effort involving not only the Education Department Staff, but also professors from other departments and disciplines, the administration, the placement director and his staff, the instructional materials center, school district personnel, professional organization members, and students themselves, both college and public-private school. The degree of involvement varied in accordance with the nature of the program. Consultants and other varied service personnel were utilized as needed.

BUDGET

The approximate direct costs of the program consist of the following:

1.	Videocorder - 12 units @ $1800 Receiver/Monitor/Camera	$21,600
2.	Tapes - 300 @ $12	3,600

Other costs (indirect) are not easily identifiable. However, it should be indicated that students are required to purchase their own tapes for professional admissions and for file in the placement office.

Staff time in development of the programs is difficult to estimate. Our staff does not receive released time for the development of programs utilizing the video-tape.

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

Indications are that a program of this nature is a positive step forward in the development of a program which is performance-based and task-oriented which contributes to an individualized program for the clientele. The program also contributes to actual behavioral change in prospective teachers and practicing teachers, mainly through their own identifiable self-assessment of needs. Further, the program appears to move from the theoretical to the practical level to help bridge the gap from theory to practice.

EVALUATION

Generally it can be said that the program described has been favorably accepted by those involved. Evidence indicates that behavioral change has occurred due to the program. There is positive evidence that course goals and program objectives are being accomplished to a greater degree than they were previous to utilizing the aforementioned techniques.